MS Office XP Manuals for our SAISD Community

Your Guide to:

Microsoft Word:mac

SAISD

version X

Your Guide to MicrosoftWord:mac v. X

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For general information on Instructional Technology products and services please contact:

> Miguel Guhlin, Director
> Instructional Technology Services
> Phone: (210) 527-1400
> Fax: (210) 281-0257
> Email: mguhlin@saisd.net
> Web site: http://itls.saisd.net

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Direct any questions, comments or corrections to mguhlin@saisd.net. Your assistance will be greatly appreciated.

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What is Word X?

Microsoft Word:mac v. X or Word X is the word processing application included in the Microsoft Office suite of programs. The different Office component programs are designed to work together, so you will see may techniques that can be applied to other Office applications.

What should you consider before beginning?

Plan Ahead!

The key to creating an effective word processing document is to consider the following factors:
1. Audience
2. Theme - Main Idea

These two factors are the beginning building blocks of a powerful word processing document. By identifying the audience, the user can easily identify the proper elements to attract the attention of the viewers. With the identification of the theme or main idea, the author can establish the proper format or appearance of the documentation.

Once these factors have been identified, the user can begin to create a word processing document that will spark interest and enthusiasm of the reader.

The difference between the PC and Mac platforms

Microsoft Word XP and Word X are similar in appearance and application.

Some of the major differences between the two programs:

1. The missing task bar (instead you have a separate window named the Project Gallery.
2. The Formatting Toolbar is now called the Formatting Palette. It still contains many of the tools located on the original toolbar.
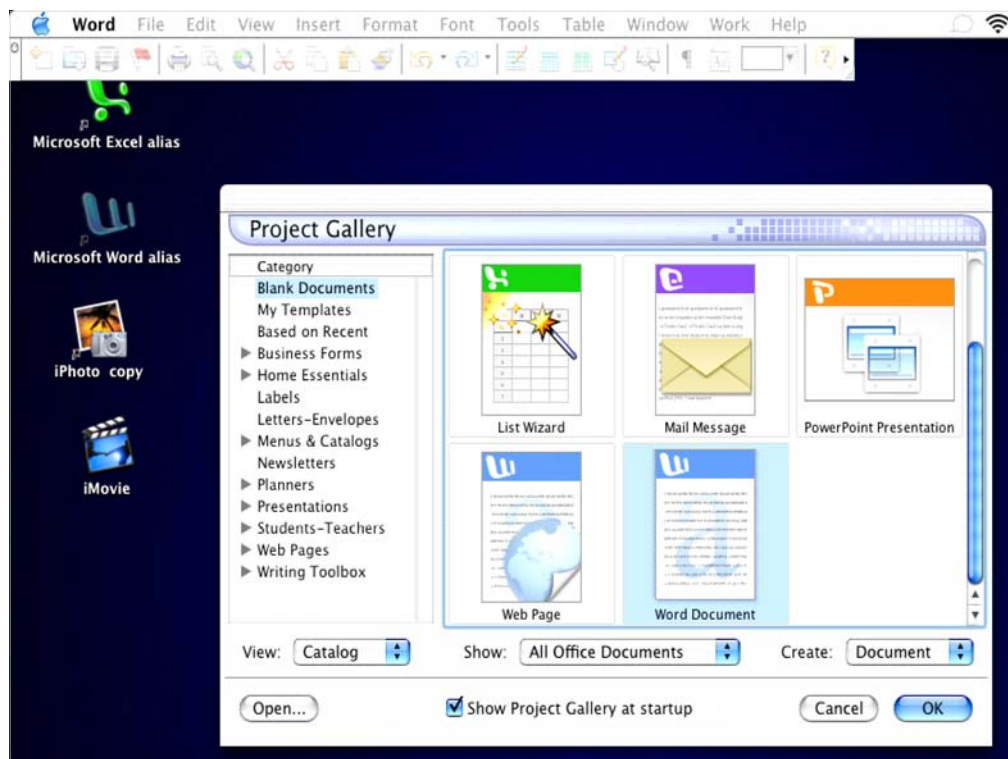
MSWord X Basics

- To start Word X, click on the MS Word X icon located on the Mac shortcut bar or by accessing the Applications Folder on the Hard Disk.

MS Word X

The Project Gallery Window

- The project gallery will appear. Choose the category and click OK.

- The Project Gallery will allow you to select the type of document you would like to prepare.

MS Word X window overview

Standard Toolbar

Menu Bar

Formatting Palette

Minimize, Maximize/ Restore & Close icons

Title Bar

Word   File   Edit   View   Insert   Format   Font   Tools   Table   Window   Work   Help

Document1

Formatting Palette

▼ Font

Style: Normal

Name: Times

Size: 12   Font color:

Rulers

Document

Scroll Bars

View Buttons

Status Bar
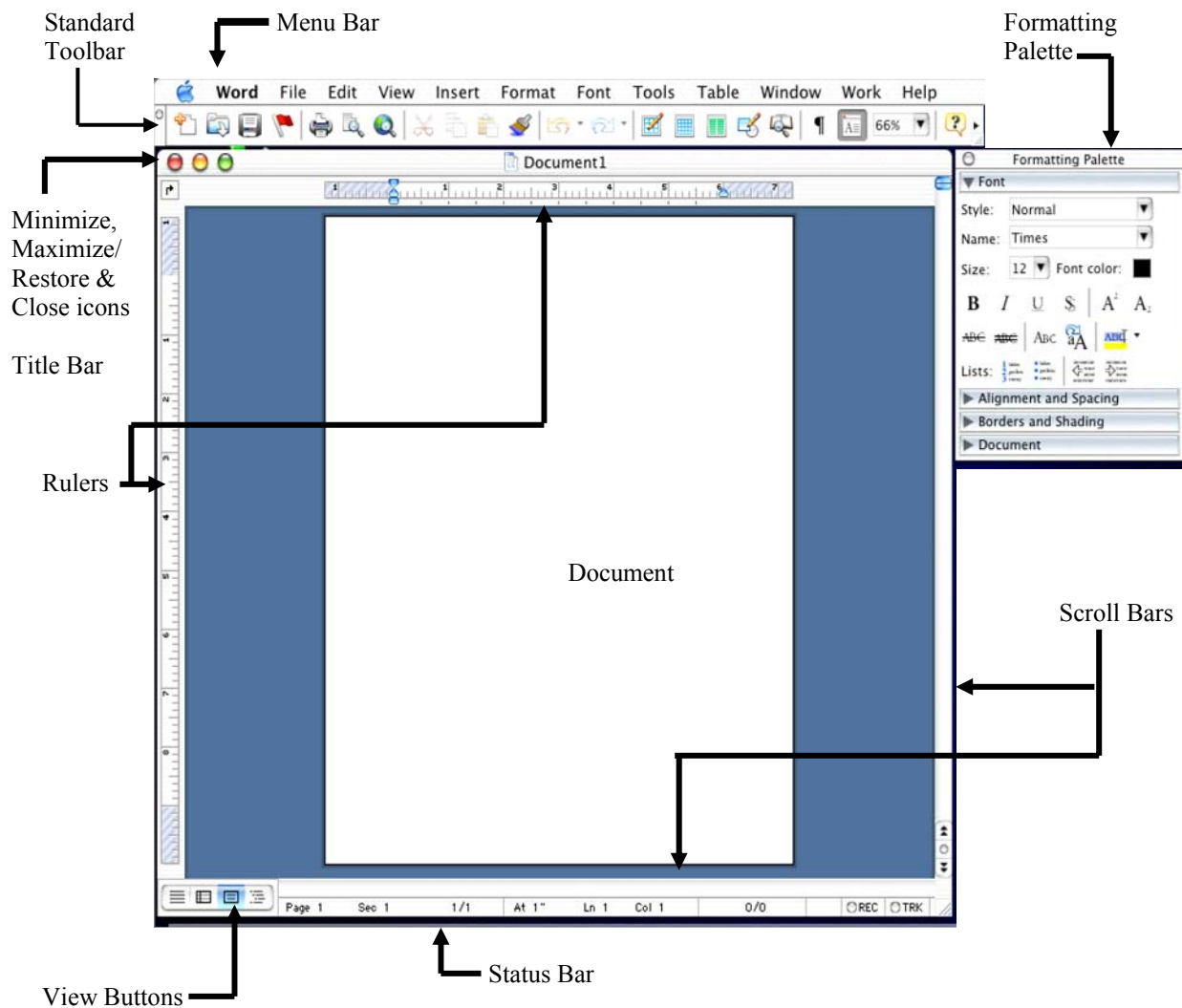
Title Bar .... Shows the use the name of the document and the Minimize, Maximize/ Restore and Close icons.

Menu Bar .... The horizontal bar that is located below the title bar. It contains the names of all of the drop-down menus and maybe built in or customized.

Standard Toolbar ...... Contains buttons or icons of standard commands (Save, Print, Copy and Paste, …)

Formatting Palette..... Contains buttons or icons of commands that will change the appearance of text, tables, and images.

Rulers........................Allows the user the ability to change the margins, indentions, and tabs inside of the document.

View Buttons..............Offers different ways of viewing the document: Normal, Web Layout, Print Layout and Outline view.

Status Bar..................Tells the user they location in the document by page, section, line, distance from the top to the insertion point, and by column or the number of characters from the left margin to the insertion point.

Minimize icon.............When clicked, this icon will minimize or shrink the appearance of the screen. The program can be opened by clicking on a button now located on the Start taskbar (located at the bottom of the screen).

Maximize icon............When clicked, this icon will expand the program window until it fills up the entire screen.

Restore icon ....When clicked, this icon will change back to the previous window size.

Close icon..................When clicked, this icon will close the program and document. The user will be warned to save their file.

Scroll Bars ....Located on the right side and bottom side of the page. Allows movement up and down or side to side in the document.

How to get help in Word X

- MS Word X has grown over the years into a complicated program that allows the user a variety of different ways to produce an unlimited amount of products. Often commands that were found in certain locations or on certain toolbars have been moved in the newer version of MS Word XP.

- To make production easier on the user, there are several ways to find help on a variety of topics.

- Some commands require using the Ctrl key if you are using a one-button mouse.

Help options found on the Menu Bar/Toolbar Area

Screen Tips

- These are little yellow boxes that appear when the user points to any icon on the toolbar. The name of the icon will be displayed for several seconds.

[1] A screen tip for the Paste icon
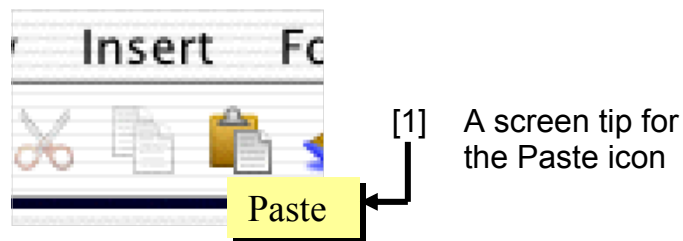
The Office Assistant

- A little animated character that will provide help

- It can be changed to other characters by right clicking on the figure and picking the option, Choose Assistant.

- To hide the assistant, right click on the figure and pick Hide
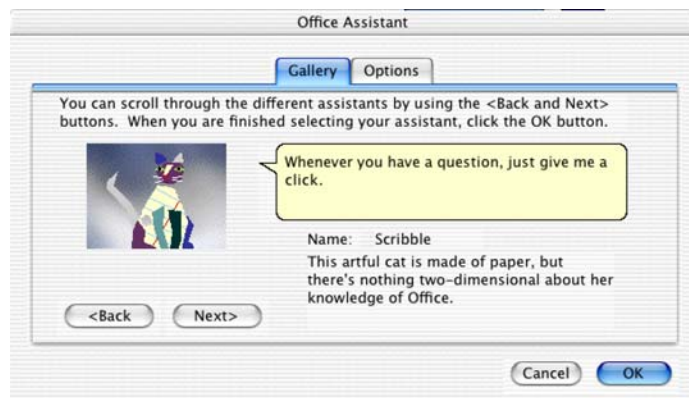
- If your Office Assistant is not visible.

[1] Find the Menu Bar

[2] Click Help, Use the Office Assistant

Different Views in MSWord X

- In Word, there are five views available from the View dropdown menu and buttons at the bottom left of the screen.

- These views do not change your content or layout in your document, but allow you to see your document in different ways. Each view has special features you will find useful.
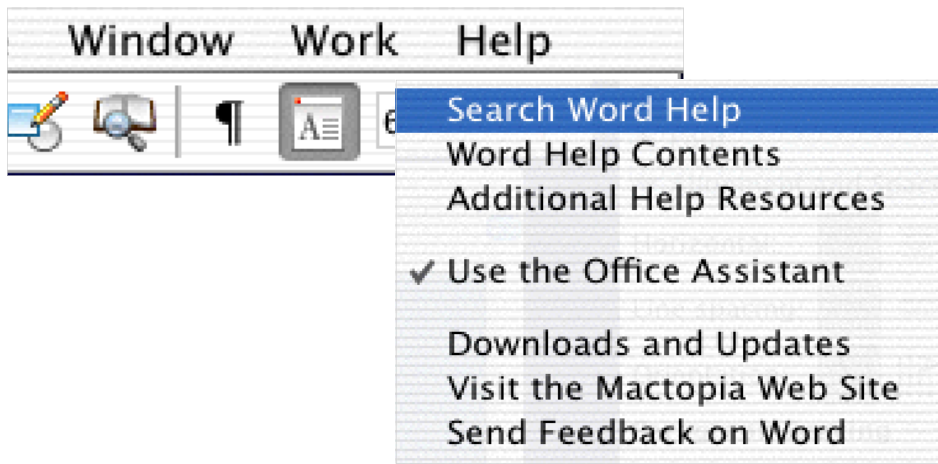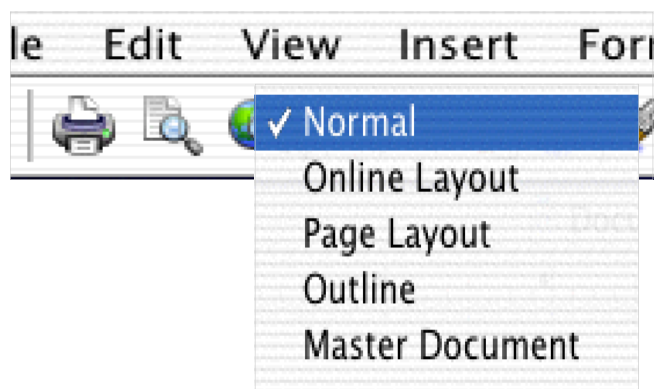

[1] Find the Menu Bar

[2] Click View and choose from the different views.

Normal View ....Work in print layout view to see how text, graphics, and other elements will be positioned on the printed page. This view is useful for editing headers and footers, for adjusting margins, and for working with columns and drawing objects.

Web layout ....Work in web layout view when you are creating a Web page or a document that is viewed on the screen. In Web layout view, you can see backgrounds, text is wrapped to fit the window, and graphics are positioned just as they are in a Web browser.

Print Layout............In print preview, you can display multiple pages of a document in a reduced size. In this view, you can see page breaks, hidden text, and watermarks, and you can make editing or formatting changes before you print the document. This is the most common view to work in, since it provides a preview of the printed document.

Outline View...........Outline view shows the document's structure. The indentations and symbols in outline view do not affect the way your document looks in normal view and do not print.

Master Document ...helps you organize and maintain a long document by dividing it into several subdocuments.

Working with Text

- Changing the appearance of your font (or text) brings excitement to your document.

- A change in font type, size, and color can bring attention to import points that you wish to bring across to the reader.

Read this **message**. It is very, very, *important*.

Working with Font types, size and color

- There are two ways to change the appearance of your font. The first way is to:

[1]   Click and drag to high-light the text that you want to change.

[2]   Find the Formatting Palette
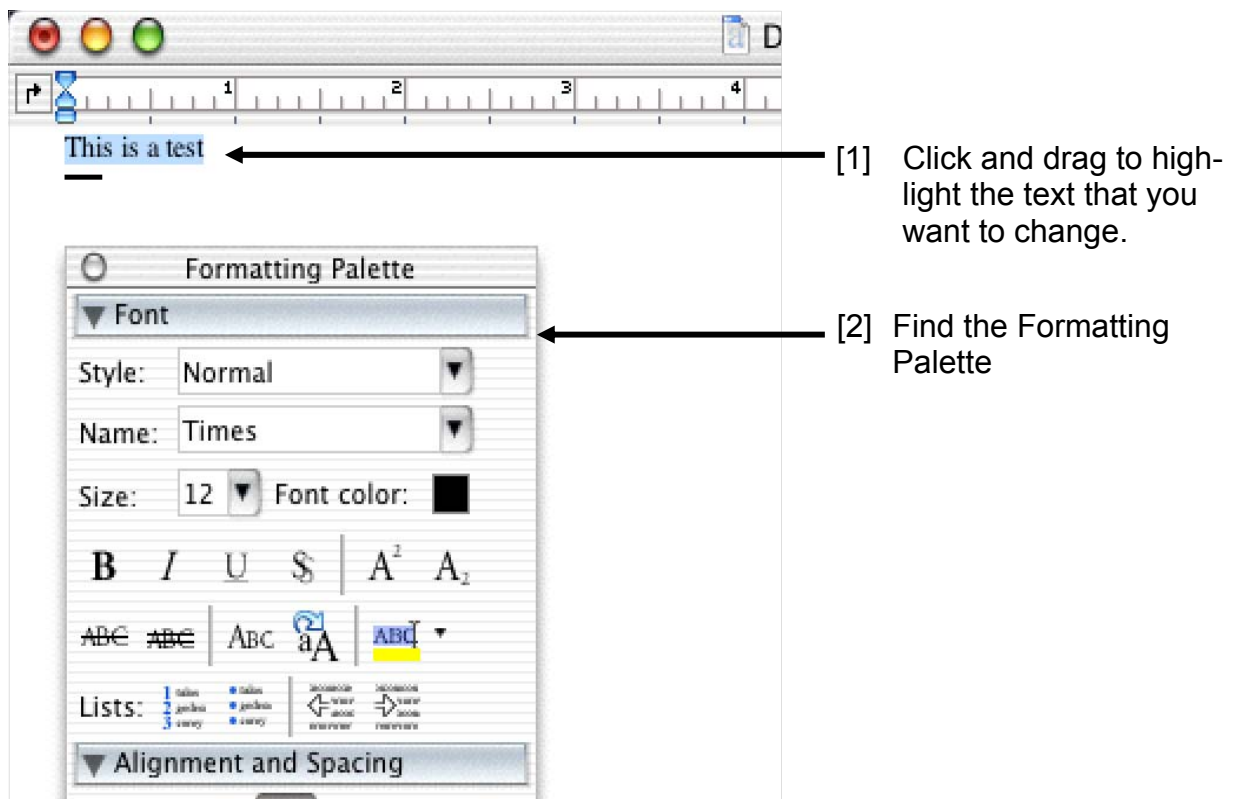
- To change the font type:
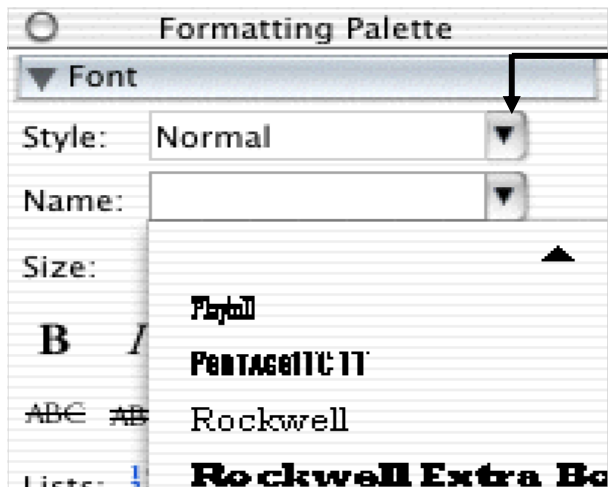
[1] Click on the triangle next to the font name.

[2] Scroll down (using the scroll bars) and pick a font from the list

[3] Notice that your highlighted font will now change to reflect your choice.

- To change the font size:
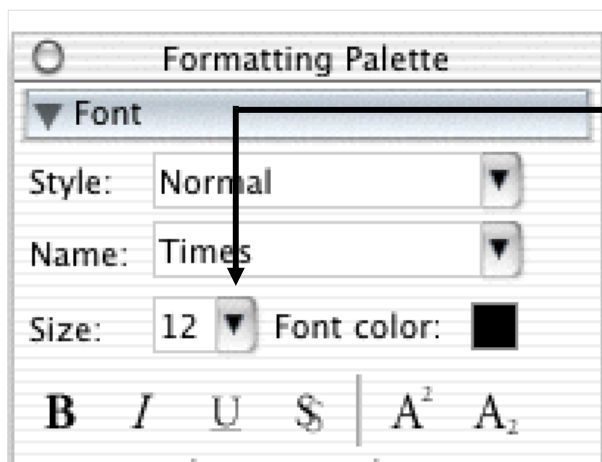
[1] Click on the triangle next to the font size.

[2] Scroll down (using the scroll bars) and pick a size from the list

[3] Notice that your highlighted font will now change to reflect your choice.

- To change the font color:
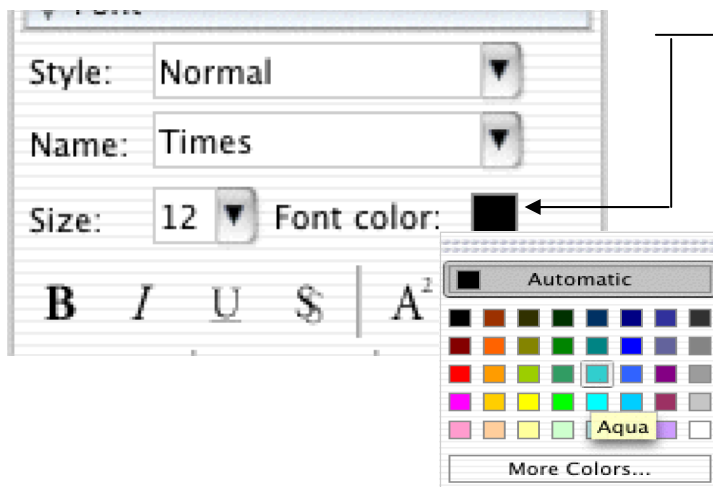
[1] Look at the end of the Formatting Palette

[2] Click on the triangle next to the font color

[3] Choose the color of your font

[4] Notice that your highlighted font will now change to reflect your choice.

- The second way it to:

| Edit | View | Insert | **Format** | Font | Tools | Table | Window |

Font...   ⌘D
Paragraph...   ⌥⌘M
Document...

Bullets and Numbering...
Borders and Shading...

Columns...
Tabs...
Drop Cap...
Text Direction...
Change Case...

AutoFormat...

[1] Find the Menu Bar
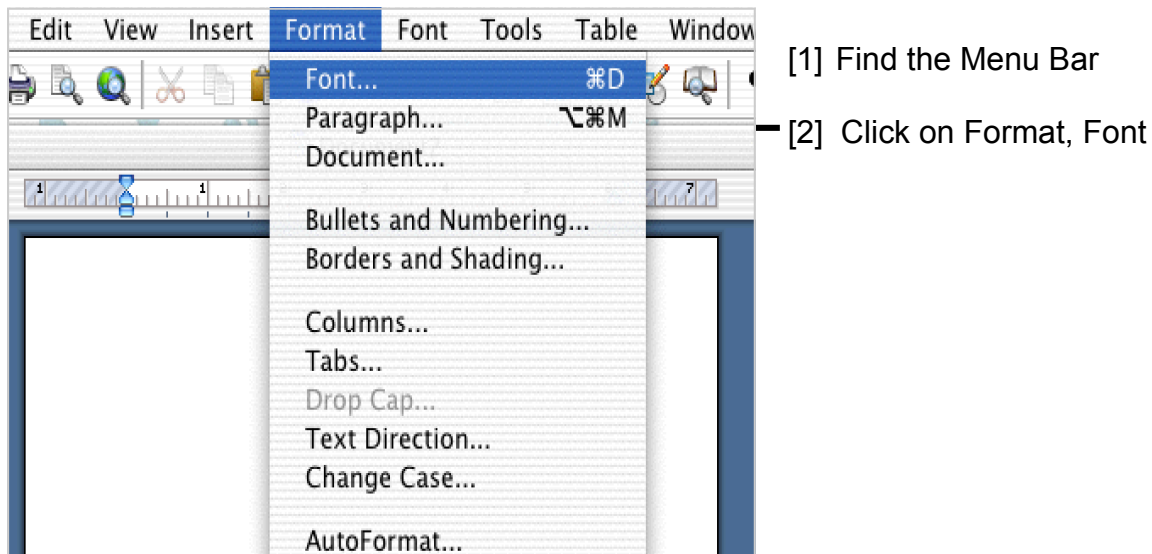
[2] Click on Format, Font

- Make sure that you are on the Font tab inside the Font window.

Font

| Font | Character Spacing | Animation |

Font: Font style: Size:
Times   Regular   12

Times	Regular	12
Times CE	Italic	14
Times New Roman	Bold	16
Trebuchet MS	Bold Italic	18
TremorITC TT		20

Font color: Underline style: Underline color:
Automatic   (none)   Automatic

Effects
☐ Strikethrough   ☐ Shadow   ☐ Small caps
☐ Double strikethrough ☐ Outline   ☐ All caps
☐ Superscript   ☐ Emboss   ☐ Hidden
☐ Subscript   ☐ Engrave

Preview

This is a test

Default...   Cancel   OK

[1] Choose the type of Font, its style, and size

[2] Check the Preview area

[3] Click OK

Working with the Alignment

- Use the option of alignment to move your text between the left and right margins.

- Resist the temptation of using the spacebar to move your text.
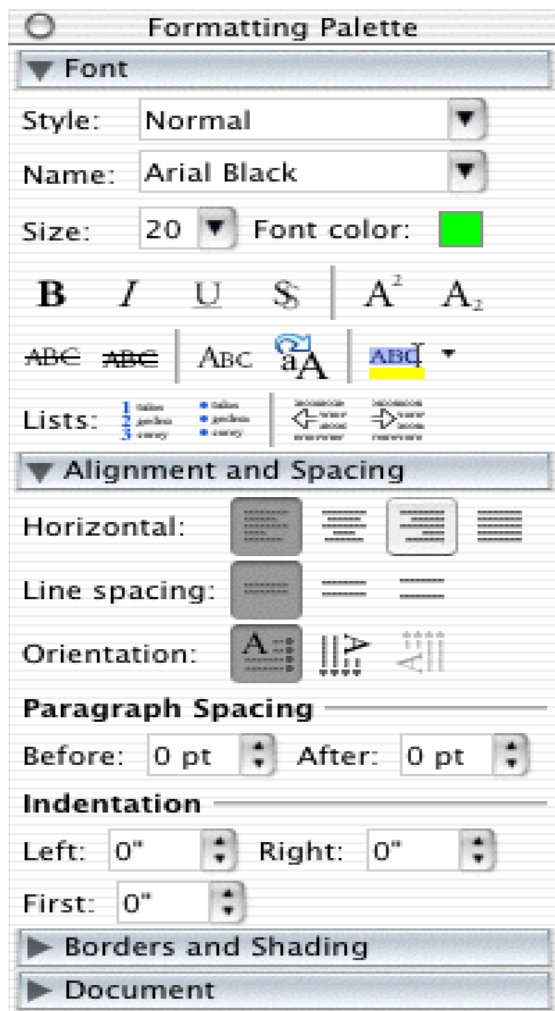
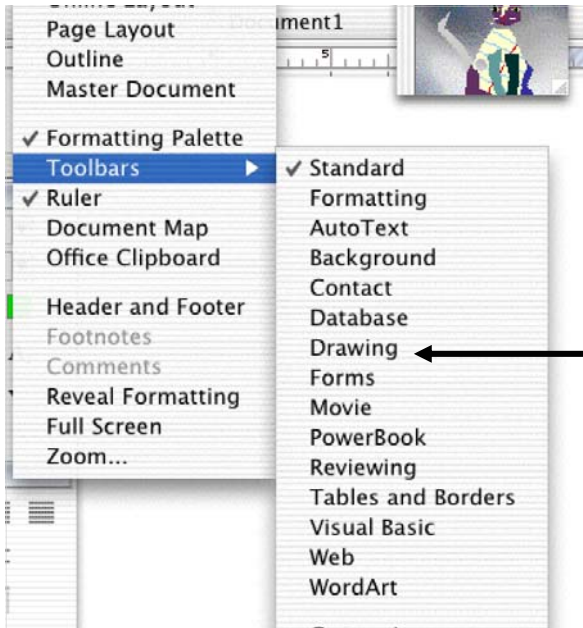[1] Find the Formatting Palette and locate the alignment icons.

[2] Click and drag your mouse to highlight your text

[3] Choose the alignment (left, center, right or justified)

Working with Borders and Tables

Creating Page Borders

- Before you begin, make sure your drawing and picture toolbars are available.

[1] Find the Menu Bar

[2] Click on View, Toolbar

[3] Check to see if the Drawing and Picture toolbar are chosen.
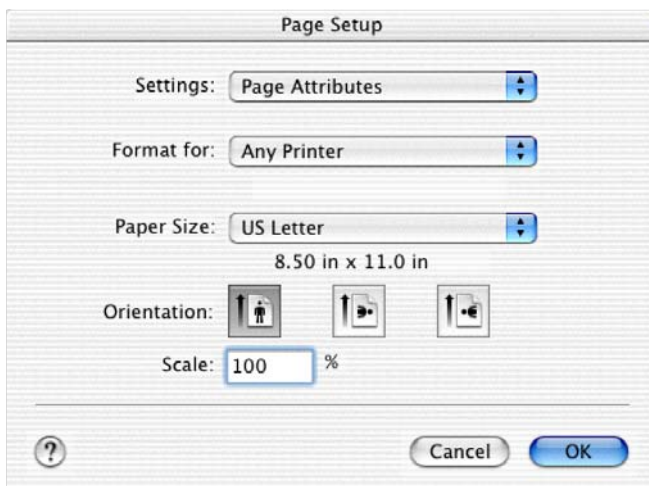
[1] Open a new document

[2] Click on File, Page Setup

[3] Decide if you'd like your certificate to be in Landscape or Portrait mode.
  - File, Page Setup
  - Margins Tab
  - Choose Portrait or Landscape

[4] Click Ok

How to add a border to a page

- To add a Border to the Page:

[1] Click on Format, Borders and Shading

[2] Choose Page Border Tab

- For a simple border:
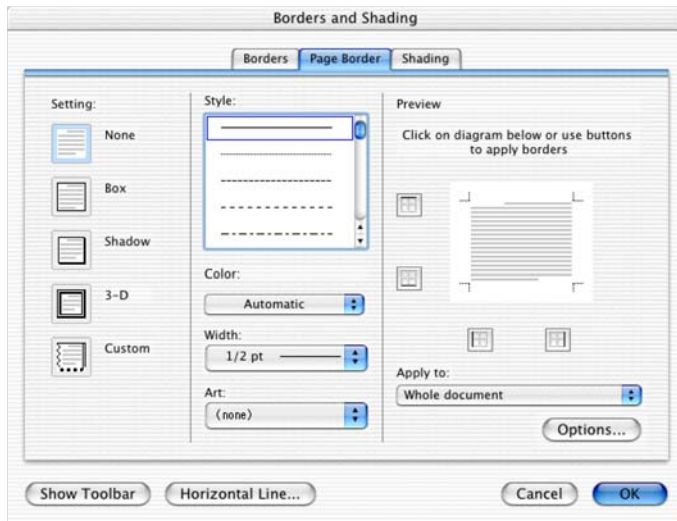 Choose a border from the Style drop down menu. You can also choose the color and in some cases, the width of the border. Make sure that in the field marked **Apply to**: that Whole Document is chosen.

- For a fancier border:
  In the Art drop down menu, choose a style. Many styles already have colors assigned to them, but you can change the width on any design and the color on any of the black and white patterns available. Always keep in mind what kind of printer you have available and choose your designs accordingly.

How to add color to your border
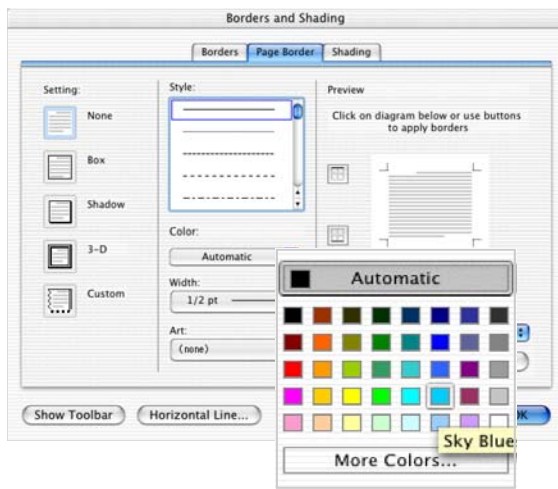
[1] Locate the Color area on the Page Border Tab

[2] Click on the triangle next to Automatic

[3] Choose a color from the drop down list of colors.

[1] If the color you want to make your border isn't available on the drop down list of colors, choose More Line Colors at the bottom of the list and a new window will appear. You can choose the Standard or Custom tab and select from the colors in the palettes there.

How to add standard text to your certificate

- Most certificates have the majority of text center aligned. Choose Center Align from the toolbar

- Choose a font and any modifications you desire (font size, color, bold, italic or under-lined). Type the text that will appear on every certificate. Adjust the size as neces-sary. (Remember, if the font size you want isn't in the drop-down list, you can click in the font size box and type the number for whatever font size you need.)

Creating a table to add non-standard text

- The easiest way to add text that changes from certificate to certificate is to add a table.

- The advantage to this is that you can set the width of the box using the Fixed Column Width: field.
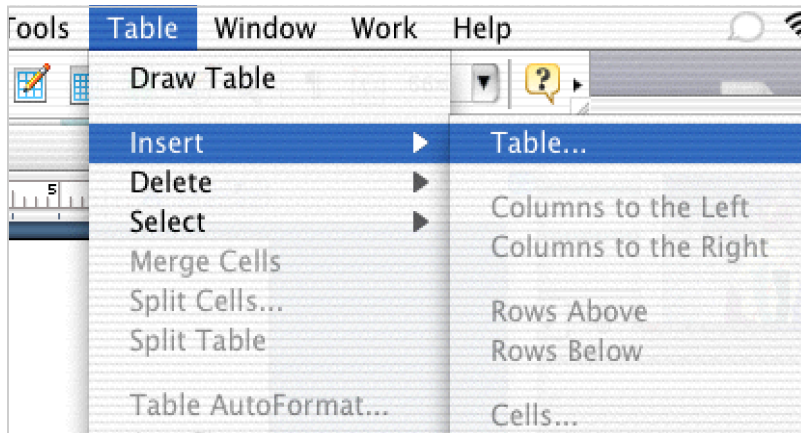
[1] Locate the Menu Bar

[2] Click Table, Insert, Table

Inserting a table

- Create a 1 by 1 table.
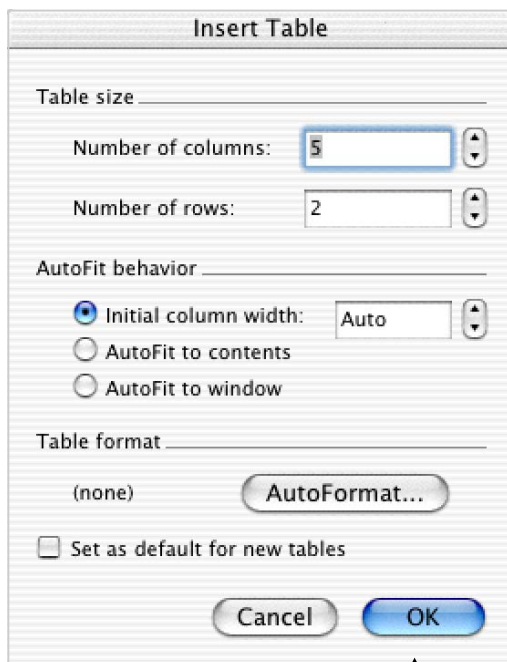
[1] Type 1 as the number of columns

[2] Type 1 as the number of rows

[3] Click OK

To Center the Field

- Select the table using the handle in the top left corner.

- Once you have the table selected, use the center alignment buttons on the formatting toolbar. You can also click inside the table and change the alignment of the text to be typed in the cell, as well as the font, font size, and font color.
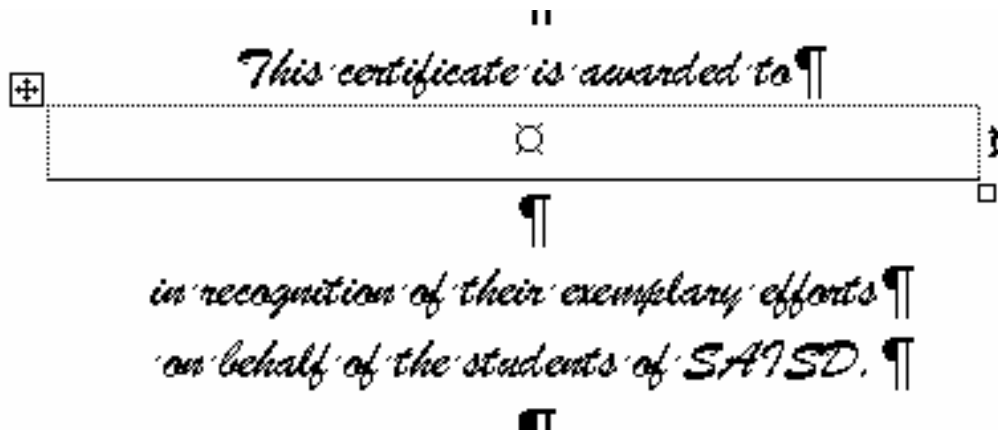
To change the Size of a Cell in a Table

- The easiest way to do this is to move your mouse over the border to a cell.

- When the pointer changes to 2 parallel lines with arrows, you can click and drag the cell to the desired width and height.
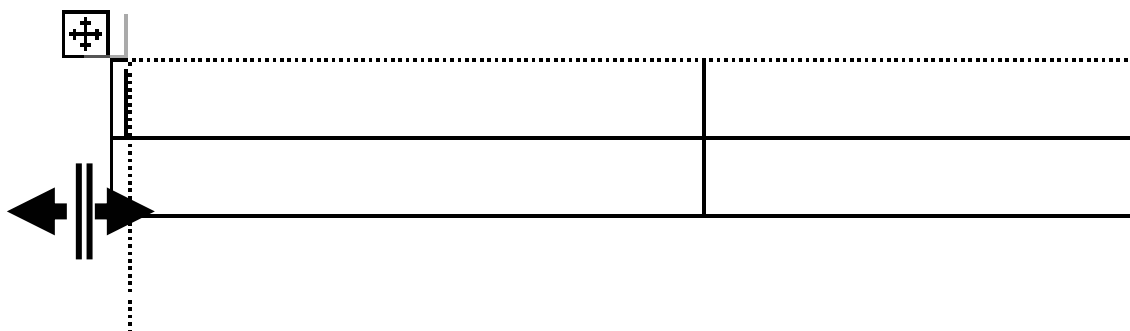
To Eliminate Unnecessary Borders Around the Cell

[1] Select either the entire table or the desired row or cell.

[2] Right click with your mouse and choose Borders and Shading
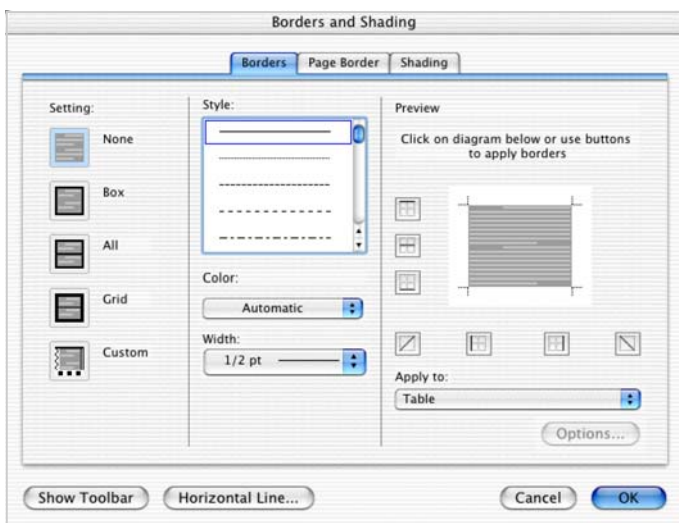
[1] In the dialog box, click on the Preview diagram to eliminate unwanted borders. You can also select a border style, color, and width, and then click to place it where you want it to appear.

Working with Clip Art

- Clip Art are pictures or images that can be inserted into publication.

- Metafiles, a form of clip art pictures, may also be modified by the user.

How to Insert Clip Art
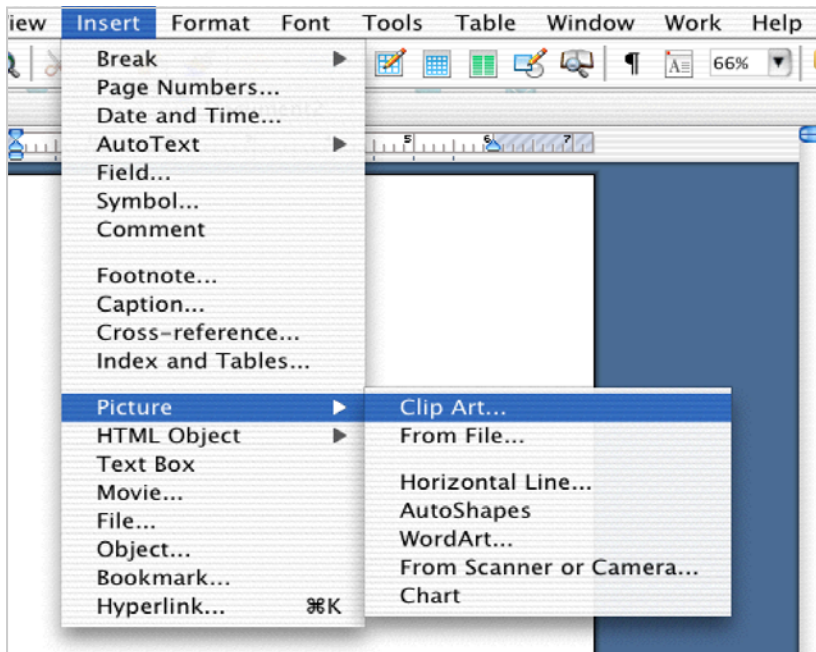
[1] Find the Menu Bar

[2] Click on Insert, Picture, Clipart
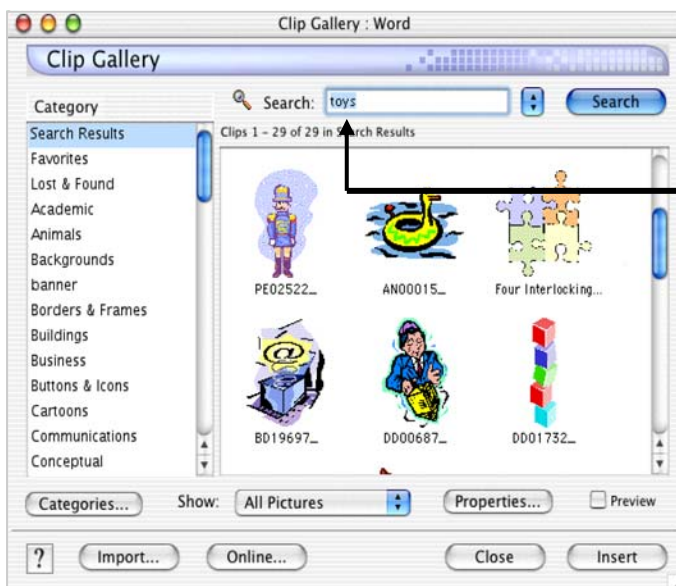
[1] Find the Insert Clip Art panel

[2] Type in your keyword in the Search text field

[3] Click Search

[1] Scroll through and find a picture (use the scroll bars)

[2] Double click to insert the picture into your document
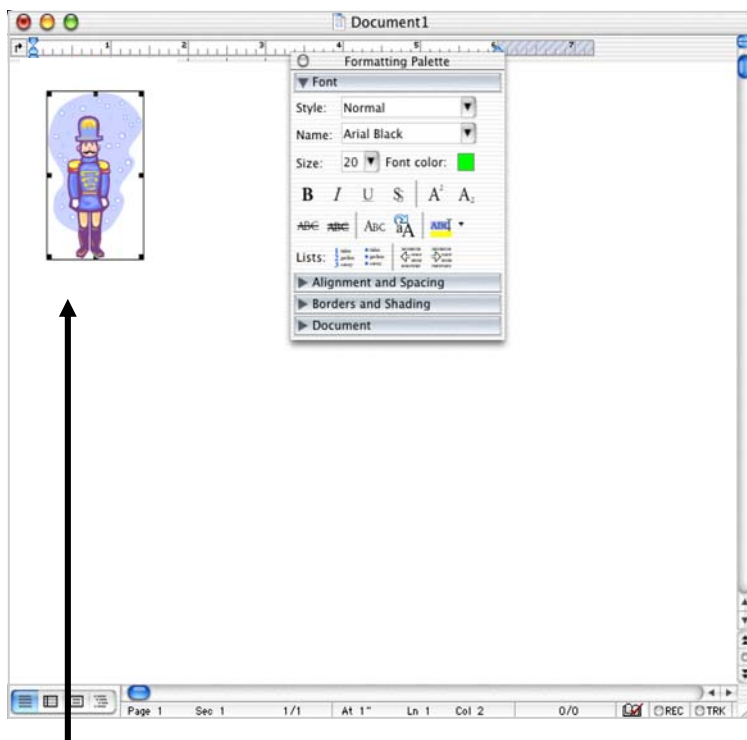
[1] Resize the picture by clicking and dragging the Resize handles

Working with Word Art

- Word Art is specialized text that can be inserted into publication.

- Word Art may also be modified by the user.

How to Insert Word Art
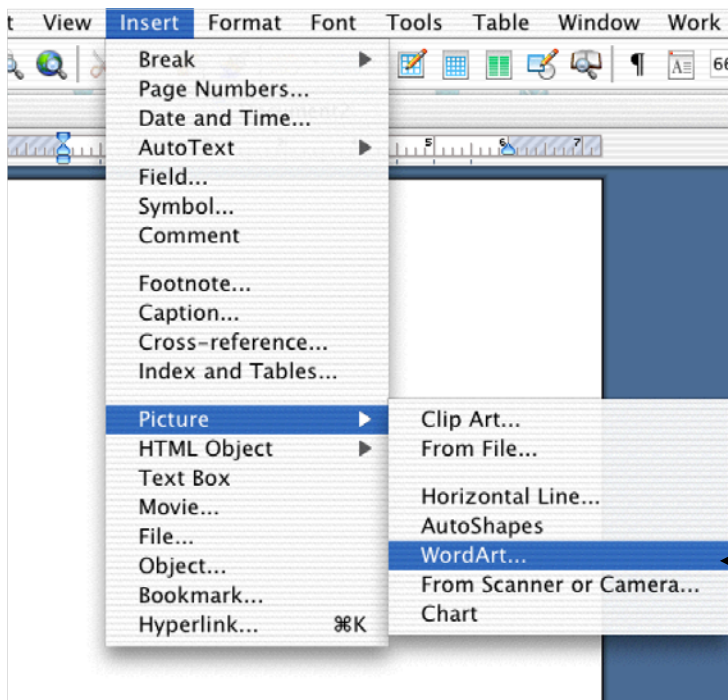
[1] Find the Menu Bar

[2] Click on Insert, Picture, Word Art
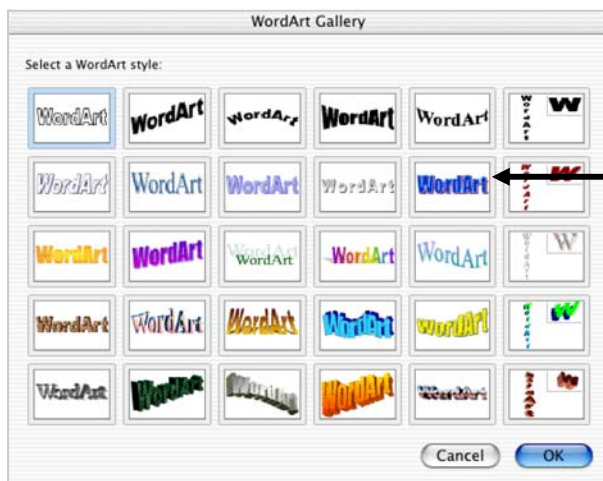
[1] Select a style from the Word Art Gallery

[2] Click on OK
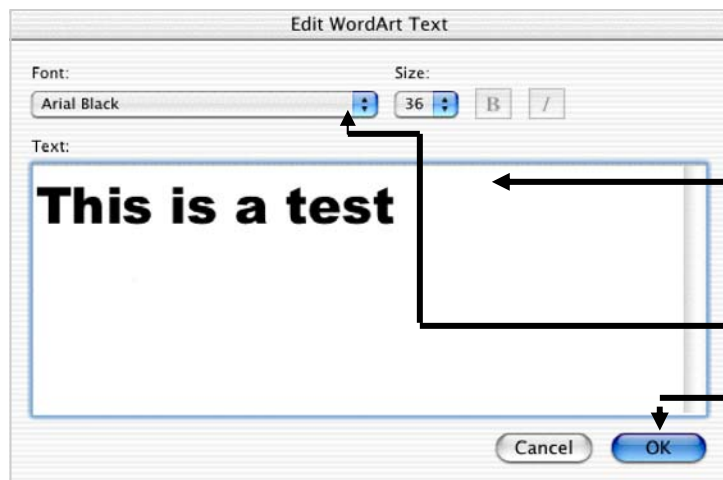
[1] Type your text into the Edit WordArt Text window.

[2] Choose you font style.

[3] Click OK
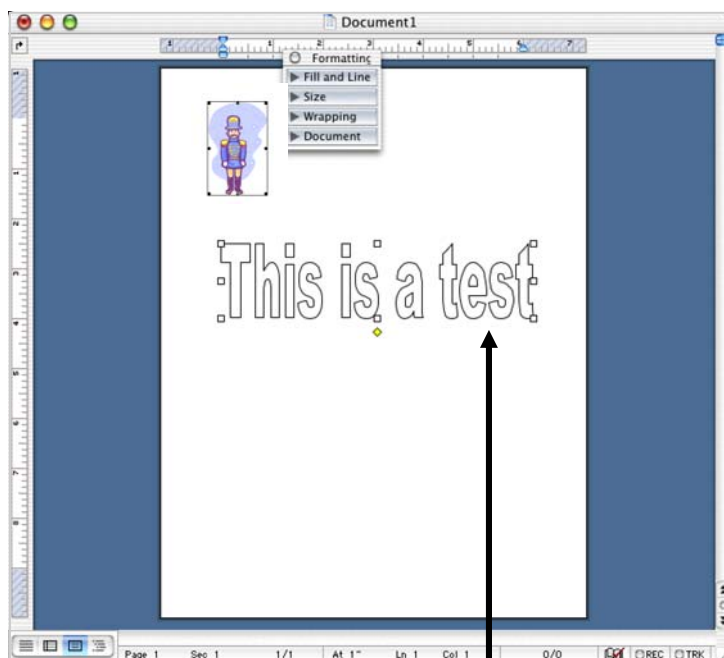
[1] Resize the picture by clicking and dragging the Resize handles

Working with Pictures

- Pictures or images that can be inserted into publication.

How to Insert a Picture
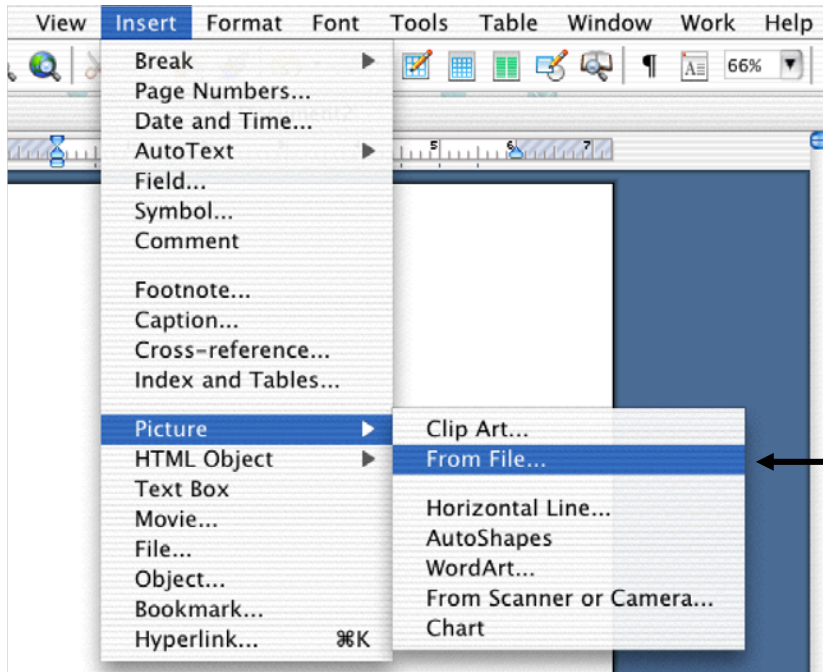
[1] Find the Menu Bar

[2] Click on Insert, Picture, From File
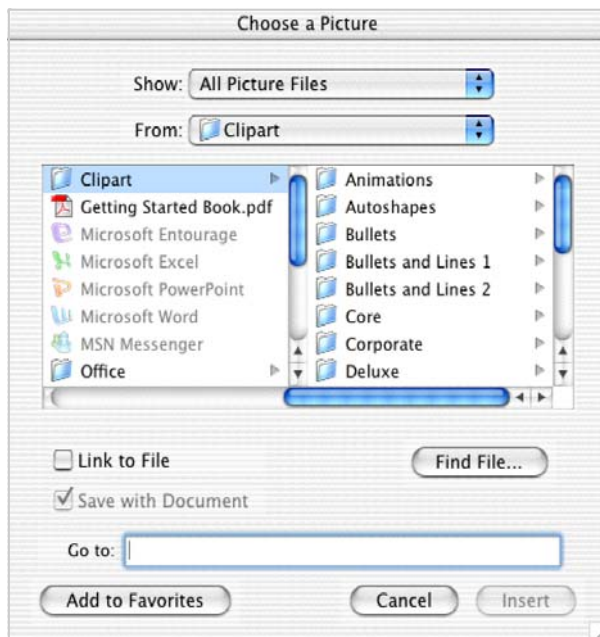
[1] In the Choose a Picture window, find the location of your file

[2] Click on the file name

[3] Click Insert

Use the Help Options to find out more….
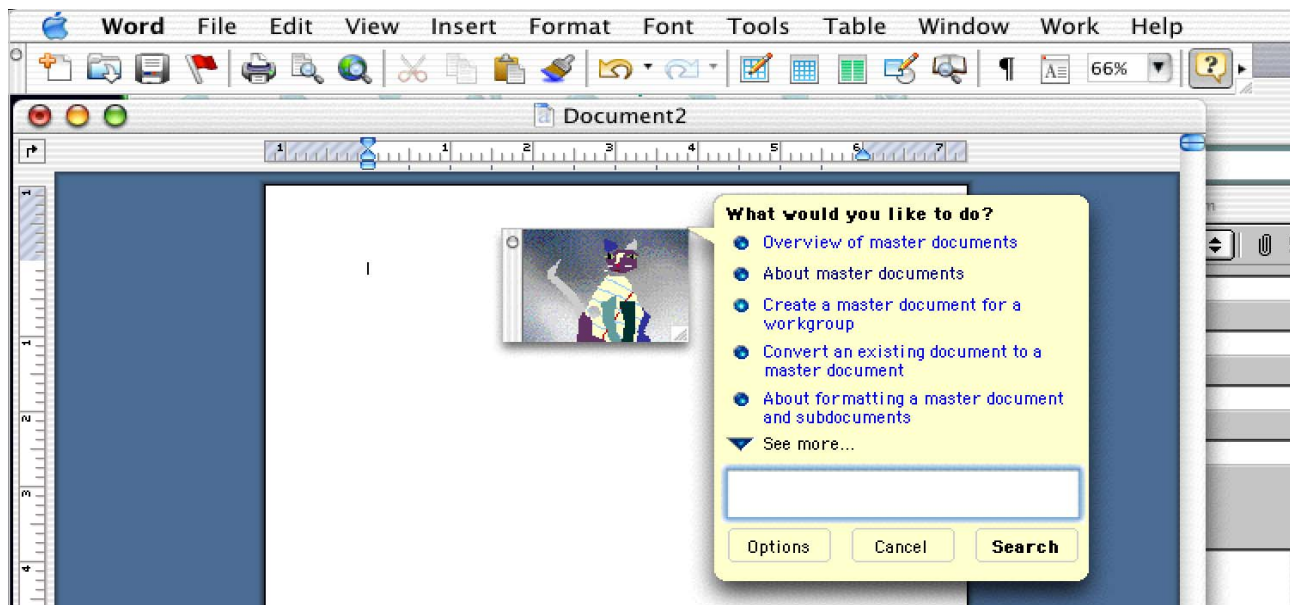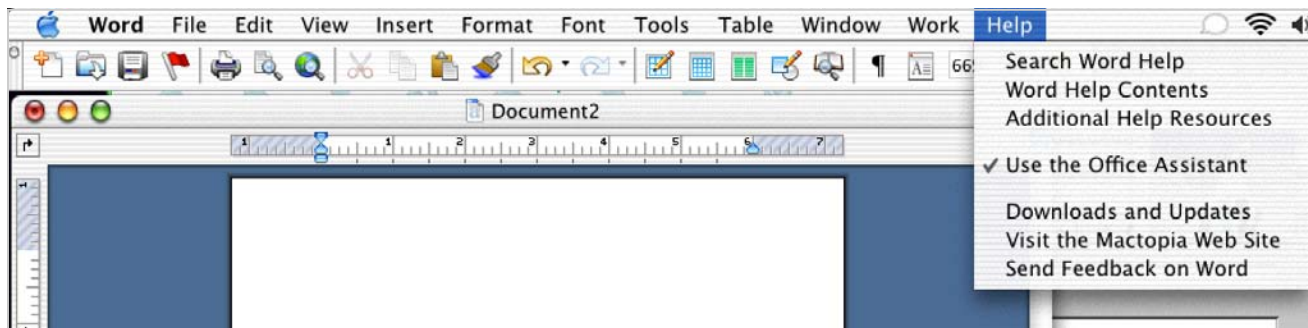
Create the following in MS Word X

Developing Publications .... Creative Writing Assignments
Magazines
Newspapers
Yearbooks

Developing Business Documents........... Resumes
Job Applications
Business Cards
Stationary
Letterhead/Envelopes
Inventory tracking
Projected Budgets

Developing Classroom Materials............ Quizzes, Test, Exams
Word Searches
Cross Word Puzzles
Student Profiles sheets
Progress Reports
Lesson Plans
Event Calendars

Mini MS Word X Quiz

1. Name three ways that you can increase the productivity in your classroom by using MS Word X program_____
   _____
   _____

2. Name three ways that you can increase the productivity in your school by using the MS Word X program._____
   _____
   _____

3. What is the difference between Clip Art and Word Art? _____
   _____
   _____

4. What are the steps to inserting a picture into a document?_____
   _____

5. What are the step to insert a table into a document?_____
   _____
   _____
   _____
   _____

Geometric Reflection and Evaluation
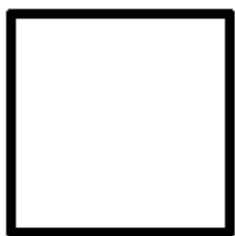
Something I learned
that SQUARED with
my beliefs.
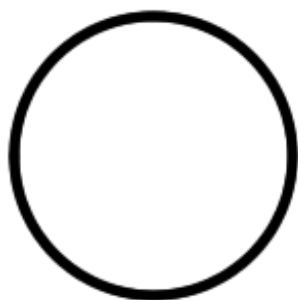
A question going
AROUND in my mind...

STOP!
How do I plan to
implement what I have
learned?

3 Important POINTS
to Remember

Please respond to the questions by selecting 1-5, 5 being the highest and 1 being the lowest, below:

The Session Facilitator:

1.Held my interest with relevant examples.	1 2 3 4 5
2.Facilitated activities effectively that reflected a clear grasp of the topic.	1 2 3 4 5
3.Responded effectively to questions.	1 2 3 4 5
4.Delivered content in an appropriate, well-paced manner.	1 2 3 4 5
5.Provided opportunities for active participation.	1 2 3 4 5
6.Provided quality handouts that enhanced my learning experience.	1 2 3 4 5
7.If this activity was TEKS-related, at what LOTI level were most of the activities?	1 2 3 4 5
8.Anything else you would like to share about the workshop today that may not have been addressed previously?	

Software Integration - Content Area

MS Word X Integration

The Microsoft Word X program with a myriad of practical purposes for the classroom teacher. The use of word processing in the classroom will give both students and teachers the opportunity to community ideals, validate theories, solve problems, and research people, places, and things. Below are just a few suggestions for content area integration:

Elementary

Language Arts	Creative Writing; Use of word and definitions
Reading	Summarization;
Math	Vocabulary and concepts; Word problems
Science	Research Papers—Scientific Theories
Social Studies	Research Papers—Famous People; Famous Events; Timelines

Secondary

Language Arts	Creative Writing; Research
Science	Research Papers—Elements; Life Cycles, Scientific Theories
Social Studies	Research Papers—Historical Events
Math	Equations; Probabilities

Technology Application: Texas Essential Knowledge and Skills

§126.11. Technology Applications, Grades 6-8.

TEKS (2) **Foundations.**	The student uses data input skills appropriate to the task. The student is expected to:

(A)   demonstrate proficiency in the use of a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, or joystick;

(B)   demonstrate keyboarding proficiency in technique and posture while building speed;

(C)   use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks; and

(D)   develop strategies for capturing digital files while conserving memory and retaining image quality

TEKS (7) **Solving Problems.**	The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:\

(D)   demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;

(G)   integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;

TEKS (8) **Solving Problems.**   The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

(E)   integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, tele-communications, draw, paint, and utility programs into the foundation and enrich-ment curricula.

TEKS (10) **Communication.**   The student formats digital information for appropriate and effective communication. The student is expected to:

(A)   use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presen-tations, newsletters, brochures, or reports;

(D)   demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate;

TEKS (11) **Communication.**   The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) publish information in a variety of ways includ-ing, but not limited to, printed copy, monitor display, Internet documents, and video;

Technology Application: Texas Essential Knowledge and Skills

§126.26. Multimedia (One Credit). High School

(a)   General requirements. The prerequisite for this course is proficiency in the knowledge and skills described in §126.12(c) of this title (relating to Technology Applications (Computer Literacy), Grades 6-8). This course is recommended for students in Grades 9-12.

(b) Introduction.

   (1)   The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.

   (2)   Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

(c) Knowledge and skills.

TEKS (1) **Foundations.** The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

(A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;

(B) analyze demands for accomplishing multimedia tasks to appropriately use input, processing, output, and primary/secondary storage devices;

(C) make decisions regarding the selection, acquisition, and use of software in a multimedia classroom/lab taking under consideration its quality, appropriateness, effectiveness, and efficiency;

(D) delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity;

(E) use necessary vocabulary related to multimedia;

(F) install and configure appropriate software;

(G) distinguish between and correctly use process color (RGB and CYMK), spot color, and black/white;

(H) identify color mixing theories and apply these theories to the creation of new colors in the digital format;

(I) identify and distinguish among the basic sound editing principles including the addition of effects and manipulation of the wave form;

(J) identify and use compression schemes for photo, animation, video, and graphics; and

(K) distinguish between and determine the appropriate application of bitmapped and vector graphics into a multimedia project.

TEKS (2) **Foundations.** The student uses data input skills appropriate to the task. The student is expected to:

(A) demonstrate proficiency in the use of a variety of electronic input devices including the mouse, keyboard, scanner, voice/ sound recorder, disk/disc, video, and digital camera by creating files to be used in multimedia products;

(B) use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks;

(C) use strategies when digitally capturing files that conserve memory and retain the image integrity; and

(D) differentiate among audio input.

TEKS (3) **Foundations.** The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

(A) discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;

(B) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet;

(C) model respect of intellectual property when manipulating, morphing, or editing graphics, video, text, and sound; and

(D) provide examples of the role of multimedia in society.

TEKS (4) **Information acquisition.** The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

    (A)   use strategies to access research information from different resources, including local area networks (LANs), wide area networks (WANs), the Internet, and intranet; and

    (B)   apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

TEKS (5) **Information acquisition.** The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

    (A)   acquire information in electronic formats including text, audio, video, and graphics, citing the source; and

    (B)   identify, create, and use available file formats including text, image, video (analog and digital), and audio files.

TEKS (6) **Information acquisition.** The student evaluates the acquired electronic information. The student is expected to:

    (A)   identify and employ a method to evaluate the design, functionality, and accuracy of the accessed information; and

    (B)   use fundamental concepts of graphic design including visual composition and lighting when analyzing multimedia.

TEKS (7) **Solving problems.**   The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

(A)   use foundation and enrichment curricula in the creation of multimedia products;

(B)   elect and integrate computer-based pro-ductivity tools, including, but not limited to, word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs to develop and modify solutions to problems and to create new knowledge for multimedia products;

(C)   use technology tools to create a knowledge base with a broad perspective;

(D)   apply color principles to communicate the mood of the product for the specific audi-ence;

(E)   integrate path and cell animation modules appropriately into multimedia products;

(F)   use the appropriate scripting language to create a multimedia sequence;

(G)   edit files using established design princi-ples including consistency, repetition, alignment, proximity, ratio of text to white space, image file size, color use, font size, type, and style; and

(H)   read and use technical documentation.

TEKS (8) **Solving problems.**   The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

(A)   participate with electronic communities as a learner, initiator, contributor, and teacher/ mentor and use technology to participate in self-directed and practical activities in the larger community and society;

(B)   demonstrate proficiency in, appropriate use of, and navigation of LANs, WANs, the Internet, and intranet for research and for sharing of resources;

(C)   integrate and use efficiently and effectively a variety of multimedia programs and tools including linear/non-linear authoring tools, image/video editing tools, compression programs, draw/paint/text creation tools;

(D)   extend the learning environment beyond the school walls through the creation and linking of multimedia products via electronic networks;

(E)   develop technical documentation related to multimedia;

(F)   participate in different roles and jobs of a multimedia production crew including project manager, lead programmer, writer, art director, sound engineer, researcher, animator, and presenter;

(G)   distinguish among and appropriately integrate 3-D modeling, animation, and rendering software into multimedia products;

(H)   import video into the digital format for integration into multimedia products; and

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TEKS (8) **Solving problems**, continued

      (I)   capture, record, and integrate sampled and Musi-cal Instrument Digital Interface (MIDI) sound in different sound rates, resolutions, and channels.

TEKS (9) **Solving problems.**   The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:

      (A)   design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product;

      (B)   seek and respond to advice from peers and professionals in delineating technological tasks;

      (C)   create technology specifications for tasks and rubrics to evaluate products and product quality against established criteria; and

      (D)   resolve information conflicts and validate information by accessing, researching, and comparing data and demonstrate that products and product quality can be evaluated against established criteria.

TEKS (10) **Communication.**   The student formats digital information for appropriate and effective communication. The student is expected to:

      (A)   identify quality in multimedia design such as consistency, alignment, repetition, and proximity;

      (B)   use content selection and presentation for the defined audience and communication purpose; and

TEKS (10) **Communication**, continued

      (C)   format the multimedia project according to defined output specifications including target audience and viewing environment

TEKS (11) **Communication.** The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) publish information in a variety of ways including, but not limited to, printed copy or monitor display; and

(B) publish information in saved files, Internet documents, CD-ROM discs, or video.

TEKS (12) **Communication.** The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

(A) determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience; and

(B) seek and respond to input from peers and professionals in evaluating the product.

Levels of Technology Integration (LOTI)

Level	Category	Description
0	Nonuse	A perceived lack of access to technology-based tools or a lack of time to pursue electronic technology implementation. Existing technology is predominately text-based (e.g., ditto sheets, chalkboard, overhead projector).
1	Awareness	The use of computers is generally one step removed from the classroom teacher (e.g., it occurs in integrated learning system labs (i.e. Jostens, CCC, IDEAL, Plato), special computer-based pull-out programs, computer literacy classes, and central word processing labs). Computer based applications have little or no relevance to the individual teacher's instructional program.
2	Exploration	Technology-based tools serve as a supplement (e.g., tutorials, educational games, simulations) to the existing instructional program. The electronic technology is employed either for extension activities or for enrichment exercises to the instructional
3	Infusion	Technology-based tools including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheets or graphs to analyze results, telecommunications activities involving data sharing among schools).
4a	Integration (mechanical)	Technology-based tools are mechanically integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of the instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme
4b	Integration (routine)	Teachers can readily create integrated units with little intervention from outside resources. Technology-based tools are easily and routinely integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme/concept.
5	Expansion	Technology access is extended beyond the classroom. Classroom teachers actively elicit technology applications and networking from business enterprises, governmental agencies (e.g., contacting NASA to establish a link to an orbiting space shuttle through the Internet), research institutions, and universities to expand student experiences directed at problem solving, issues resolution, and student activism surrounding a major theme or concept.
6	Refinement	Technology is perceived as a process, product (e.g. invention, patent, new software designed), and tool for students to use in solving authentic problems related to an identified real-world problem or issue. In this context, technology provides a seamless medium for information queries, problem-solving, and product development. Students have read access to and a complete understanding of a vast array of technology-based tools to accomplish any particular task.

Resources, Links & Citations

MS Word XP/X Resources on the Web

http://www.microsoft.com/homepage/ms.htm

http://www.microsoft.com/office/word/default.asp

http://office.microsoft.com/OfficeUpdate/default.aspx?displaylang=EN

http://www.microsoft.com/mac/

http://www.microsoft.com/mac/products/wordx/wordx.aspx?pid=wordx

Print Resources

There are a number of valuable books written on the topic of word processing. Check out new and used bookstores. The print resources for MS Word XP/X are vast, skim through the books to find the one that is right for you.

Listservs and Newsgroups

If you have access to Usenet Newsgroups, you might try:
- Microsoft Word XP/X Newsgroup
- Yahoo Word XP/X Newsgroup